Godolphin&Latymer

Redcliffe Gardens School

Anti-Bullying Policy

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This policy applies to the whole school including the EYFS. It is available to parents and prospective parents on our website and a paper copy can be viewed in the School Office.

1. Introduction

1.1. Godolphin and Latymer Redcliffe Gardens School recognises that bullying of any kind is wrong. Any incident is therefore taken seriously and investigated. Perpetrators must be left in no doubt of the school's policy. Bullying will not be tolerated at the School.

1.2. This policy should be read in conjunction with the School's Behaviour and Discipline policy, On-line Safety policy, Safeguarding and Child Protection Policy and Redcliffe Values.

1.3. The School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs and makes reasonable adjustments for all.

2. What is bullying?

2.1. Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, gender reassignment, sexual orientation, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email). Bullying may be both physical and emotional and, therefore, may cause both physical and psychological damage.

2.2. The School has procedures to follow so that it is easy to report bullying, including cyber-bullying and bullying outside school and records are kept in our Bullying Log.

2.3. The School seeks to raise awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. We use educational elements such as personal, social, health, citizenship and economic education (PSHCEE), assemblies, projects, drama, stories, literature with discussion of differences between people and the importance of avoiding prejudice-based language. We will implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying).

2.4. The School has clear policies communicated to parents, pupils and staff, which creates an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success.

2.5. We involve parents and ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

3. Aims and Objectives

3.1. Bullying is wrong and damages individual children. We aim:

3.1.1. To do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

3.1.2. To produce, as a school, a safe and secure environment where all can learn without anxiety.

3.1.3. To produce a consistent school response to any bullying incidents that may occur.

3.1.4. To make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

4. Types of Bullying

4.1. *Physical*

For example: hitting, kicking, pulling hair, pinching, punching, tripping up, damaging belongings.

4.2. *Verbal – Direct*

For example: name-calling, mocking someone's appearance or speech, racial or sexual harassment, hurtful teasing.

4.3. *Verbal – Indirect*

For example: spreading nasty stories, passing nasty notes, social exclusion.

4.4. *Gestural*

For example: showing hostility, ignoring, rejecting.

4.5. *Passive*

For example: being a bystander.

4.6. *Cyber-Bullying*

4.6.1. Cyber bullying is the use of information and communication technologies to support bullying and could involve various media including:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, extremist, offensive or humiliating material or comments on websites;
- Using email to message others in a threatening or abusive manner;
- Hijacking or cloning email or other online accounts.

4.6.2. Every bit as damaging and unacceptable as bullying by more direct, face to face means, cyber-bullying has become increasingly common and has additional potentially harmful consequences; through the use of mobile phones and the internet bullying can become public and may expose a victim to unwanted attention, danger, phone calls and harassment by strangers.

4.6.3. The following distinctive features of cyber-bullying need to be recognised and taken into account when determining and effective response:

- Impact: the scale and scope can be greater than tin other forms of bullying;
- Targets and perpetrators: may be unlike traditional bullies and their targets;

- Location: the 24/7 and any-place nature of cyber-bullying is particularly unsettling and invasive. Perpetrators may not be connected to school and yet can bully directly while the victim is in school;
- Anonymity: the victim will not always know who is attacking them;
- Motivation: perpetrators may not always be aware that they are bullying;
- Evidence: the target of the bullying will have evidence of its occurrence.

    4.6.4. See the Online Safety Policy for more details on online safety

4.7. *Prejudice Based Bullying:*

    4.7.1. Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyber-bullying based on protected characteristics such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

5. The Role of the Staff

5.1. All staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour, not only at school but also in the world at large. Reasons for bullying and strategies for dealing with such behaviour are dealt with as part of the PSHCEE curriculum and in assembly themes linked to the Redcliffe Values, which are displayed in every classroom.

5.2. Head ensures that all school staff receives sufficient training to be equipped to deal with all incidents of bullying.

5.3. The Head sets a school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5.4. The House and Buddy systems help to reinforce the feeling of mutual support and a listening ear.

5.5. Teachers and all support staff at the School take all forms of bullying seriously and will intervene to prevent incidents from taking place.

5.6. If a child complains about bullying or teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head, the teacher informs the child's parents.

5.7. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5.8. A bullying incident will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff will raise concerns with the Designated Safeguarding Lead who will pass concerns onto the Local Authority following as set out in the Safeguarding Policy.

6. The Role of Parents

6.1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's form teacher immediately.

6.2. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7. The role of pupils

7.1. All pupils are reminded by their tutors at the start of the academic year that they should tell a member of staff immediately if bullying occurs.

7.2. Topics pertinent to bullying are addressed in assemblies, PSHCEE and form times.

8. Procedure when an incident happens:

8.1. *Stage 1: Getting The Facts Straight*

- When incidents are witnessed by staff the perpetrator(s) should be removed from the scene to ensure the victim's protection.

- If it seems that there could have been more than one perpetrator, each should be interviewed individually to get the facts straight. Witnesses/bystanders should also be interviewed.

- The victim should be interviewed.

- Interviews should be recorded in writing.

- Any incident which raises safeguarding concerns will be treated as such in line with the Safeguarding policy and external agencies will be involved as necessary.

   THERE IS NO EXCUSE FOR ANY KIND OF BULLYING BEHAVIOUR.

8.2. *Stage 2: Making Amends*

- The culprit is encouraged to carry out some corrective action to improve relationships e.g. shake hands and/or write a letter of apology.

8.3. *Stage 3: Contacting The Parents*

- For serious and/or repeated incidents or evidence/allegations of such, the Head will contact the parents of both victim and perpetrator as quickly as possible, informing them of the action taken.

8.4. *Stage 4: Following Up The Initial Interview*

- The perpetrators and victim should be interviewed again.

- Staff should determine whether to see them separately or together.

- If the problem still remains, it is important to make arrangements for further monitoring and further meetings until there is certainty that the bullying has stopped and seems unlikely to start again.

- Consideration of exclusion will always be a last resort after all other avenues have been explored with the pupils, staff and parents. Please see the Behaviour and Discipline Policy.

8.5. *Stage 5: Keeping a Record*

- Staff should record all incidents and subsequent actions on the Safeguard system, which is automatically sent to the Head and DSL.

- All bullying incidents are recorded in the Bullying Log and any serious sanctions that result are also recorded in the Serious Sanctions Log.

- Any incident that could be considered to involve an element of sexual harassment or sexual violence is recorded in the Record and Analysis of Sexual Harassment and Violence.

- All records are held in line with the Schools Privacy Notice and Data Protection Policy.

9. Sanctions for Bullying Behaviour

9.1. See the Schools' Behaviour and Discipline Policy for full details of possible incentives and sanctions.

10. Further Guidance

10.1. Guidance is available from the DfE: Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies' (July 2017); Cyberbullying: Advice for headteachers and school staff (November 2014); and Advice for parents and carers on cyberbullying (November 2014).

10.2. The DfE guidance advises schools to refer to Childnet International for more information on how to respond to cyber-bullying and how pupils can keep themselves safe: http://www.childnet-int.org/